

Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

Assessment of Community Participation in the Management of Upper Basic Education Facilities in North-West, Nigeria

IBRAHIM, Musa Muhammad¹

Email: musaibraheem01@gmail.com
08034976985

MAGAJI, Surajo Ahmed¹

Email: surajmahmed@gmail.com
08039680691

HUSSAIN, Muhammad Shehu¹

Email: mshusain999@gmail.com
08065532646

PHILIP, Blessing Afunu¹

Email: philipafunublessing@gmail.com
08063487171

¹Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria

Abstract

This study assessed community participation in the management of upper basic education facilities in North-West, Nigeria. The study was guided by four specific objectives: to assess community participation in the management of instructional materials, water resources facilities, waste disposal facilities, and building facilities for upper basic education in North-West, Nigeria. A descriptive survey research design was adopted with a population of 106,072 stakeholders comprising principals, teachers, and School-Based Management Committee (SBMC) members. A sample of 384 respondents was selected from three states (Kano, Kaduna, and Katsina) using simple random and convenient sampling techniques. The instrument titled "Community Participation and Management of Upper Basic Education Questionnaire (CPPUBEQ)" was validated and tested for reliability with a Cronbach alpha coefficient of 0.80. Descriptive statistics (frequency and mean) were used to answer research questions, while One-Way Analysis of Variance (ANOVA) was employed to test hypotheses at 0.05 level of significance. The findings revealed that community participation enhances effective management of instructional materials (mean=4.2), water resources facilities (mean=4.0), waste disposal facilities (mean=4.1), and building facilities (mean=4.3) for upper basic education in North-West, Nigeria. The study concluded that community participation exists in the management of these educational resources and facilities across schools in North-West, Nigeria, contributing to the maintenance, provision, monitoring, and effective utilization of various school facilities. The study recommended that school administrators should strengthen partnerships with community stakeholders to encourage greater involvement in the provision, maintenance, and monitoring of instructional materials; SBMC and educational authorities should establish community-based maintenance committees to support the management of water supply facilities; communities should be actively engaged in environmental sanitation programmes to improve waste disposal practices; and School-Based Management Committees should be empowered to participate more effectively in the maintenance and renovation of school buildings.

Keywords: Community Participation, Management, Upper Basic Education, School Facilities, North-West Nigeria

Introduction

The Universal Basic Education (UBE) programme in Nigeria represents a critical policy initiative aimed at providing free, compulsory, and accessible foundational education to all children aged 6–15 years (Alasoluyi & Yusuf, 2026). The UBE Act of 2004 formalized this commitment, expanding coverage to include six years of primary education and three years of junior secondary education (Federal Republic of Nigeria, 2012). However, implementation in North-West, Nigeria has faced various challenges, including inadequate funding, poor infrastructure, and teacher shortages, which have hindered the program's objectives. Many discussions on school quality in North-West rest on the assumption that policy directives translate directly into classroom practice. That assumption is weak because operational outcomes in basic education often

Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

depend on how communities engage with school governance, oversight processes and support activities. There is also a broader question about accountability. Policies often expect parents and community groups to complement government efforts, yet no one has examined how this plays out in upper basic schools. This research helps test claims about its benefits, highlight gaps that matter for learning, and offer options that reflect the real conditions in North-West, Nigeria rather than assumptions. The availability and quality of school facilities remain among the most crucial factors influencing pupils' academic performance and the quality of education delivered. School facilities are expected not only to be adequate but also to be appropriately furnished to meet the diverse needs of pupils and staff. These include essential amenities such as clean water supply systems, effective waste disposal infrastructure, structurally sound buildings, and well-equipped instructional materials (Olaleye & Ajayi, 2020; UNICEF, 2021). The availability and quality of these facilities are vital for promoting a safe, healthy, and stimulating learning environment.

Community participation refers to the active engagement of local individuals and groups in the planning, decision-making, implementation, and evaluation of policies and programmes that affect their lives. According to Mansuri and Rao (2021), genuine participation involves more than just consultation; it empowers communities to influence outcomes and fosters local ownership of development initiatives. This participatory approach helps bridge the gap between top-down governance and grassroots realities. In the educational context, community participation is essential for achieving the objectives of Universal Basic Education and ensuring the sustainability of school facilities. Ideally, the management of Upper Basic School facilities in North-West, Nigeria should involve active and sustained participation of community stakeholders, including parents, traditional rulers, School-Based Management Committees (SBMCs), community leaders, local organisations, and other relevant groups. Community participation should complement government efforts in the provision, maintenance, monitoring, and protection of essential facilities such as instructional materials, water, waste disposal, school buildings, and other infrastructure. Effective school-community collaboration can promote proper utilisation and maintenance of facilities, reduce vandalism, encourage a sense of ownership and shared responsibility, and create a conducive environment for teaching and learning. However, as observed by the researcher, community participation in the management of facilities in Upper Basic Schools in North-West, Nigeria appears inadequate, inconsistent, and uneven across communities. In many schools, parents, community leaders, traditional rulers, SBMCs, and local organisations are not sufficiently involved in the planning, provision, maintenance, monitoring, and protection of school facilities. Some communities depend largely on government for the provision and maintenance of instructional materials, water facilities, waste disposal systems, buildings, and other facilities. Limited community commitment, poor maintenance culture, vandalism, inadequate mobilisation, and weak collaboration between schools and communities further aggravate the situation. These conditions raise concerns about the effectiveness of community participation in ensuring proper management and sustainability of Upper Basic School facilities in the zone. If the situation remains unresolved, the condition and sustainability of school facilities may continue to deteriorate, thereby creating an unconducive environment for teaching and learning. Poor community involvement may result in inadequate instructional materials, deteriorating school buildings, insufficient water and toilet facilities, ineffective waste disposal, and poorly maintained facilities. This may negatively affect students' attendance, participation, learning experiences, and academic outcomes, while also increasing the financial burden on government and school authorities. It is against this background that this study assessed community participation in the management of Upper Basic Schools' facilities in North-West, Nigeria.

Objectives of the Study

The objectives of the study are to:

1. Assess the community participation in the management of instructional materials for upper basic education in North-West, Nigeria
2. Find out community participation in the management of water resources facilities for upper basic education in North-West, Nigeria
3. Examine the community participation in the management of waste disposal facilities for upper basic education in North-West, Nigeria



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

4. Ascertain the community participation in the management of building facilities for upper basic education in North-West, Nigeria

Research Questions

The following research questions were raised in the study:

1. How does the community participate in the management of instructional materials for upper basic education in North-West, Nigeria?
2. How did the community participate in managing water resources facilities for upper basic education in North-West, Nigeria?
3. To what extent does the community participate in managing waste disposal facilities for upper basic education in North-West, Nigeria?
4. How does the community participate in managing building facilities for upper basic education in North-West, Nigeria?

Hypotheses

The following null hypotheses were formulated in the study:

- H₀₁:** There is no significant difference in the opinions of principals, teachers, and SBMC officials on the community participation in the management of instructional materials for upper basic education in North-West, Nigeria.
- H₀₂:** There is no significant difference in the opinions of respondents on the community participation in the management of water facilities for upper basic education in North-West, Nigeria.
- H₀₃:** There is no significant difference in the opinions of respondents on the community participation in the management of waste disposal facilities for upper basic education in North-West, Nigeria.
- H₀₄:** There is no significant difference in the opinions of respondents on the community participation in the management of building facilities for upper basic education in North-West, Nigeria.

Literature Review

Conceptual Framework

Concept of Community Participation

Community participation refers to the active engagement of local individuals and groups in the planning, decision-making, implementation, and evaluation of policies and programmes that affect their lives. It is a core component of democratic governance and essential for achieving social equity and sustainable development. According to Mansuri and Rao (2021), genuine participation involves more than just consultation; it empowers communities to influence outcomes and fosters local ownership of development initiatives. This participatory approach helps bridge the gap between top-down governance and grassroots realities. One of the most significant benefits of community participation in the management of upper basic education is its potential to enhance policy effectiveness. When people are involved in shaping the programmes that affect them, the interventions are more likely to align with local needs and cultural contexts. As a result, the outcomes tend to be more impactful and sustainable (Smith & McKenna, 2020). For instance, in the management of upper basic education in North-West, community involvement has been shown to increase trust in interventions and boost pupils' enrolment, especially in marginalised communities (Lee et al., 2022). Community participation also plays a critical role in building social capital, which refers to the networks, norms, and social trust that facilitate coordination and cooperation. Engaged communities often exhibit stronger civic ties, a heightened sense of agency, and mutual support mechanisms. According to Putnam (2020), these features are essential for fostering resilient societies capable of collective problem-solving. Participatory mechanisms such as community forums, town hall meetings, and participatory budgeting not only improve transparency and accountability but also nurture active citizenship. The study was based on Arnstein's Ladder of Citizen Participation Theory, which was formulated by Sherry R. Arnstein in 1969. The Ladder of Citizen Participation is a foundational theory that explains the varying degrees of citizen involvement in decision-making processes. The model presents eight levels of participation, grouped into three categories: *non-participation* (manipulation, therapy), *tokenism* (informing, consultation, placation), and *citizen power* (partnership, delegated power, citizen control). At its core, the ladder reveals how community participation can range from mere symbolic gestures to actual empowerment. In the context of upper basic education, this theory is particularly relevant as it helps analyze the extent to which communities are genuinely involved in decision-making, school management, curriculum development, and resource



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

allocation. For instance, mere consultation of parents in school matters (tokenism) is vastly different from giving them decision-making power on school boards (citizen control). Effective community involvement in UBE requires ascending the ladder toward genuine power-sharing and active co-management of educational institutions. In areas like UBE, understanding and applying this framework helps ensure that engagement is not merely symbolic, but truly participatory and transformative.

Empirical Studies

Several empirical studies have examined community participation in educational management. Mohammed (2025) assessed the implementation of compulsory free upper basic education by state universal basic education board of Taraba State using a descriptive survey design. The findings revealed that the extent to which public enlightenment influences implementation of the UBE programme is enamoured, with majority of teachers used for the implementation being NCE holders representing 69.39% of teachers. Ifeanyi (2025) examined the school-based management system as genuine strategies for enhancing community involvement in public primary schools in Central zone of Plateau state. The study adopted a descriptive survey design and revealed that school-based management systems such as construction of school facilities like laboratories, ICT rooms, and holding regular meetings with the school are collaborative efforts to enhance community involvement in public primary schools. Kwashabawa (2023) examined school-based management committee strategies, community participation and effectiveness of basic schools in North-West Zone, Nigeria. The study used a descriptive research design of correlation type with a population of 21,230 basic schools and their SBMCs. The findings revealed that the use of SBMC strategies was highly effective (mean score = 92.64), the level of community participation was high (mean score = 4.33), and there was a significant relationship between SBMC strategies and basic school effectiveness ($r=0.036$, $p < 0.05$). Uwakwe (2020) investigated school community relations strategies for the effective implementation of the upper basic education programme in junior secondary schools in Enugu State. The study adopted descriptive survey research design and found that communities to a great extent provide human and material resources, counselling services to students, land and vigilante for housing and protection of school facilities, and that allowing community members use school facilities, organize training and social services for community members, invite community leaders to participate in school activities could enhance community participation.

Research Methodology

The study employed the use of descriptive survey research design. The population of the study comprises 106,072 stakeholders, comprising 3,078 principals, 50,668 teachers, and 52,326 SBMC members in Junior Secondary Schools in Northwest, Nigeria (Ministries of Education, Northwest, Nigeria, 2025). The distribution across the seven states includes Jigawa (13,398), Kaduna (21,120), Kano (25,901), Katsina (16,057), Kebbi (10,239), Sokoto (10,617), and Zamfara (8,740). The sample size was 384 as recommended by Research Advisors (2006) Table of Sample Determination, which recommends a sample of 384 for populations of between 100,001 and 250,000. Out of the 7 Northwestern States (Kaduna, Katsina, Sokoto, Zamfara, Kebbi, Kano, and Jigawa States), 3 states, namely Kano, Kaduna, and Katsina, were selected, representing 43% of the entire population. This is in support of Johnson and Christensen's (2017) assertion that 30 to 40% of the entire population is a good representation on which generalisations can be made. Simple random sampling techniques using "hat drawn" was employed to select the participating schools. Convenient sampling technique was employed to select respondents. The sample distribution included 12 principals, 177 teachers, and 195 SBMC members across the three selected states. From Kano State, 5 principals, 61 teachers, and 91 SBMC members were selected (total 156). From Kaduna State, 4 principals, 71 teachers, and 54 SBMC members were selected (total 129). From Katsina State, 3 principals, 45 teachers, and 50 SBMC members were selected (total 33). The instrument is titled "Community Participation and Management of Upper Basic Education Questionnaire (CPPUBEQ)" and was used to collect data in the study. The questionnaire was used to obtain responses from principals, teachers and SBMC members in the sampled schools in Northwest, Nigeria. The questionnaire was divided into two sections, that is: Sections 'A' and 'B'. Section 'A' sought the background information of respondents in terms of their Status, School Type, and Qualification. Section 'B - K' consists of 100 questionnaire items, structured around the study's research questions, to solicit respondents' responses. The items in the second section are closed-ended, using a five-point Likert scale with responses ranging from Strongly Agree (SA = 5) to Strongly Disagree (SD = 1). The face and content validity of the research instrument was assessed by experts in



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

Educational Administration and Planning at Ahmadu Bello University, Zaria. The instrument was submitted to them for review to determine the suitability of the items in the questionnaire. Based on all the suggestions from these experts, the instrument was tested during the pilot to assess its reliability. A pilot test was conducted in the study to determine the instrument's reliability coefficient and identify problem areas in the conduct of the main research. While conducting the pilot test, a total of one (1) principal, twenty (20) teachers, and nine (9) SBMC members were used from Government Day Secondary School Unguwan Gwaza Gusau of Zamfara North West Nigeria state. The data collected from the pilot test was statistically analysed and a reliability coefficient of 0.80 was obtained. The reliability coefficient was determined using the Cronbach alpha reliability coefficient method. The reliability coefficient falls between 0.5 and a positive one (+1), thus the instrument was deemed suitable for use as a reliable tool for data collection in the main study. The collected questionnaires were sorted, after which a coding scheme was developed. Each questionnaire was reviewed and coded into a computerised database using the Statistical Package for the Social Sciences (SPSS) version 21.0. Descriptive statistics, including frequency, mean, and standard deviation was used to answer the research questions, while ANOVA was used to test the hypotheses at the 0.05 level of significance. A total of 384 questionnaires were administered, out of which 376 were successfully retrieved, representing a response rate of 97.9%.

Presentation of Results

Presentation of Administered and Returned Instrument

Table 1: Distribution of Respondents by Status

S/N	Category	Distributed	Retrieved	Percentage (%)
1	Principals	12	12	3.19
2	Teachers	177	174	46.28
3	SBMC Members	195	190	50.53
	Total	384	376	100.00

Source: Researchers' field survey, (2026)

Table 1 presents the distribution of respondents according to their stakeholder category. A total of 384 questionnaires were administered, out of which 376 were successfully retrieved, representing a response rate of 97.9%. Of the total retrieved questionnaires, 12 respondents (3.19%) were principals, 174 respondents (46.28%) were teachers, and 190 respondents (50.53%) were SBMC members. The distribution of respondents across the three stakeholder categories ensured adequate representation of school administrators, teachers, and community stakeholders, thereby providing a balanced basis for obtaining reliable and valid data.

Answers to Research Questions

Research Question One: How does the community participate in the management of instructional materials for upper basic education in North-West, Nigeria?

Table 2: Frequency and Mean on how the community participate in the management of instructional materials

S/N	Statement	Category	SA	A	U	D	SD	Mean
1	Community members contribute funds to purchase instructional materials	Principals	5	5	1	1	0	4.2
		Teachers	81	66	17	0	10	4.2
		SBMC	97	53	27	12	1	4.2
		Members						
2	SBMC support the purchase of learning resources	Principals	6	5	0	1	0	4.3
		Teachers	75	75	14	7	3	4.2
		SBMC	101	49	26	9	5	4.2
		Members						
3	Religious groups assist in providing instructional materials	Principals	7	3	1	1	0	4.3
		Teachers	80	70	15	6	3	4.3
		SBMC	90	65	20	12	3	4.2
		Members						
4	Local artisans help produce teaching aids	Principals	5	6	1	0	0	4.3
		Teachers	78	73	13	7	3	4.2

Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

		SBMC	95	55	25	12	3	4.2
		Members						
5	Community leaders regularly monitor material usage	Principals	5	5	2	0	0	4.3
		Teachers	72	82	11	6	3	4.2
		SBMC	82	90	10	6	2	4.3
		Members						
6	Local organizations donate teaching materials	Principals	4	6	2	0	0	4.2
		Teachers	76	72	16	7	3	4.2
		SBMC	88	72	17	10	3	4.2
		Members						
7	Provision of instructional materials enhances teaching quality	Principals	6	4	2	0	0	4.3
		Teachers	83	66	14	8	3	4.3
		SBMC	98	55	22	12	3	4.2
		Members						
8	Community leaders mobilise support for school supplies	Principals	5	4	2	1	0	4.1
		Teachers	74	78	13	6	3	4.2
		SBMC	86	75	17	9	3	4.2
		Members						
9	Community involvement has improved teaching and learning	Principals	7	4	1	0	0	4.5
		Teachers	79	70	15	7	3	4.2
		SBMC	92	65	22	9	2	4.2
		Members						
10	Community participation improves access to learning materials	Principals	6	5	1	0	0	4.4
		Teachers	77	75	14	5	3	4.3
		SBMC	89	70	20	9	2	4.2
		Members						
Cumulative Mean								4.2

Table 2 presented community participation in the management of instructional materials for Universal Basic Education in North-West, Nigeria. The results revealed mean scores ranging from 4.1 to 4.5, which were all above the 3.0 decision benchmark. This means that principals, teachers and SBMC members agreed with the statements that community members contribute funds to purchase instructional materials, SBMC support the purchase of learning resources, religious groups assist in providing instructional materials, local artisans help produce teaching aids for schools, and community leaders regularly monitor the usage of instructional materials in schools. The cumulative mean of 4.2 indicates that community participation contributes to the effective management of instructional materials for Universal Basic Education in North-West, Nigeria.

Research Question Two: How did the community participate in managing water resources facilities for upper basic education in North-West, Nigeria?

Table 3: Frequency and Mean on how the community participate in managing water resources facilities

S/N	Item statement	Category	SA	A	U	D	SD	Mean
11	Community stakeholders assist in providing clean water	Principals	4	4	2	1	1	3.8
		Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
12	SBMC efforts have improved access to safe drinking water	Principals	4	4	2	1	1	3.8
		Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
13	Community participation ensures regular maintenance	Principals	4	4	2	1	1	3.8
		Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
14		Principals	4	4	2	1	1	3.8



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)								
	Local involvement has reduced water-related challenges	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
15	Community members contribute to construction of boreholes	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
16	Community support enhances students' hygiene	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
17	Community organizations donate materials for water supply	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
18	Local leaders mobilize support for water projects	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
19	Water facility projects are initiated by the community	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
20	Availability of water supports UBE goals	Teachers	65	70	20	12	7	4.0
		SBMC	80	65	25	15	5	4.1
		Members						
		Principals	4	4	2	1	1	3.8
Cumulative Mean								4.0

Table 3 presented community participation in the management of water resources for Upper Basic Education in North-West, Nigeria. The results revealed mean scores ranging from 3.8 to 4.1, which were all above the 3.0 decision benchmark. This means that principals, teachers and SBMC members agreed with the statements that community stakeholders assist in providing clean water to schools, SBMC efforts have improved access to safe drinking water, community participation ensures regular maintenance of school water sources, and local involvement has reduced water-related challenges in UBE schools in North-West, Nigeria. The cumulative mean of 4.0 indicates that community participation contributes to the effective management and availability of water resources in Upper Basic Education schools in North-West, Nigeria.

Research Question Three: To what extent does the community participate in managing waste disposal facilities for upper basic education in North-West, Nigeria?

Table 4: Frequency and Mean on extent does the community participate in managing waste disposal facilities

S/N	Item statement	Category	SA	A	U	D	SD	Mean
21	Proper waste facilities provided support UBE objectives	Principals	5	5	1	1	0	4.2
		Teachers	80	65	18	7	4	4.2
		SBMC	88	70	18	10	4	4.2
		Members						
22	Community involvement promotes regular waste collection	Principals	5	4	2	1	0	4.1
		Teachers	76	70	18	7	3	4.2
		SBMC	90	68	18	10	4	4.2
		Members						
23	Community donations help fund waste disposal infrastructure	Principals	4	5	2	1	0	4.0
		Teachers	75	72	17	7	3	4.2
		SBMC	86	72	20	9	3	4.2
		Members						
24	Local leaders mobilise resources for waste disposal	Principals	5	4	2	1	0	4.1



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

		Teachers	78	68	18	7	3	4.2
		SBMC	88	70	19	10	3	4.2
		Members						
25	Schools and communities collaborate on hygiene	Principals	6	4	1	1	0	4.3
		Teachers	83	65	17	6	3	4.3
		SBMC	95	65	18	9	3	4.3
		Members						
26	Community members support management of waste bins	Principals	5	5	1	1	0	4.2
		Teachers	78	68	18	7	3	4.2
		SBMC	87	72	18	10	3	4.2
		Members						
27	Waste management projects are initiated by community	Principals	4	5	2	1	0	4.0
		Teachers	74	72	18	7	3	4.2
		SBMC	85	73	19	10	3	4.2
		Members						
28	Local volunteers assist in management of waste facilities	Principals	5	4	2	1	0	4.1
		Teachers	77	69	18	7	3	4.2
		SBMC	90	68	19	10	3	4.2
		Members						
29	Community support enhances cleanliness of school environment	Principals	6	5	1	0	0	4.4
		Teachers	88	65	14	5	2	4.3
		SBMC	98	63	17	9	3	4.3
		Members						
30	Community efforts have improved waste management	Principals	5	5	1	1	0	4.2
		Teachers	81	66	17	7	3	4.2
		SBMC	91	68	19	9	3	4.2
		Members						
Cumulative Mean								4.1

Table 4 presented community participation in the management of waste disposal facilities for Upper Basic Education in North-West Nigeria. The results revealed mean scores ranging from 4.0 to 4.4, which were all above the 3.0 decision benchmark. This means that principals, teachers and SBMC members agreed with the statements that proper waste facilities provided by the community support UBE objectives, community involvement promotes regular waste collection in schools, community donations help fund waste disposal infrastructure, and local leaders mobilise resources for school waste disposal systems. The cumulative mean of 4.1 indicates that community participation contributes to the effective management of waste disposal facilities in Upper Basic Education schools in North-West Nigeria.

Research Question Four: How does the community participate in managing building facilities for upper basic education in North-West, Nigeria?

Table 5: Frequency and Mean on how the community participate in managing building facilities

S/N	Item statement	Category	SA	A	U	D	SD	Mean
31	Community members provide labour for school building projects	Principals	7	4	1	0	0	4.5
		Teachers	92	65	10	5	2	4.4
		SBMC	105	60	15	8	2	4.4
		Members						
32	Community donations support renovation of school facilities	Principals	6	5	1	0	0	4.4
		Teachers	88	68	11	5	2	4.4
		SBMC	102	63	16	7	2	4.3
		Members						
33	School buildings have been expanded through community efforts	Principals	6	4	2	0	0	4.3
		Teachers	84	70	13	5	2	4.3
		SBMC	96	68	17	7	2	4.3
		Members						
34		Principals	5	5	1	1	0	4.2



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

	Community involvement has reduced classroom overcrowding	Teachers	82	71	14	5	2	4.3
		SBMC	94	70	17	7	2	4.3
		Members						
35	SBMC assist in funding school construction	Principals	7	4	1	0	0	4.5
		Teachers	91	66	11	4	2	4.4
		SBMC	108	58	15	7	2	4.4
		Members						
36	Local artisans contribute to building of school structures	Principals	6	5	1	0	0	4.4
		Teachers	90	67	10	5	2	4.4
		SBMC	104	62	15	7	2	4.4
		Members						
37	Joint efforts between schools and communities improve infrastructure	Principals	7	4	1	0	0	4.5
		Teachers	94	65	10	4	1	4.4
		SBMC	110	57	15	6	2	4.4
		Members						
38	Local leaders mobilise support for construction of school buildings	Principals	6	4	2	0	0	4.3
		Teachers	86	69	12	5	2	4.3
		SBMC	100	66	16	6	2	4.3
		Members						
39	Community support ensures timely maintenance of school buildings	Principals	6	5	1	0	0	4.4
		Teachers	89	68	11	4	2	4.4
		SBMC	103	65	15	5	2	4.4
		Members						
40	Community-led building projects support UBE delivery	Principals	7	4	1	0	0	4.5
		Teachers	93	66	10	4	1	4.4
		SBMC	107	64	14	5	1	4.4
		Members						
Cumulative Mean								4.3

Table 5 presented community participation in the management of building facilities for Upper Basic Education in North-West Nigeria. The results revealed mean scores ranging from 4.2 to 4.5, which were all above the 3.0 decision benchmark. This means that principals, teachers and SBMC members agreed with the statements that community members provide services labour for school building projects, community donations support the renovation of school facilities, school buildings have been expanded through community efforts, and community involvement has reduced classroom overcrowding in North-West Nigeria. The cumulative mean of 4.3 indicates that community participation contributes to the effective management, development, maintenance and utilisation of building facilities for Upper Basic Education in North-West Nigeria.

Test of Hypotheses

The data collected for this study were coded and analysed using Analysis of Variance (ANOVA) at a significant alpha level of 0.05 as presented in Tables 6 to 9.

Hypothesis One: There is no significant difference in the opinions of principals, teachers, and parents on the community participation in the management of instructional materials for upper basic education in North-West, Nigeria

Table 6: One-way Analysis of Variance (ANOVA) on the difference in the opinions of respondents on community participation in the management of instructional materials

Source	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	93.338	2	31.113	8.36	.501	Retained
Within Groups	287.053	374	.811			
Total	380.391	376				

Table 6 shows the difference in the opinions of principals, teachers, and parents regarding community participation in the management of instructional materials for Upper Basic Education in North-West, Nigeria. The analysis produced a p-value of .501, which is higher than the 0.05 level of significance. Therefore, the hypothesis was retained, indicating that there

Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

was no significant difference in the opinions of respondents concerning community participation in the management of instructional materials for Upper Basic Education in North-West, Nigeria.

Hypothesis Two: There is no significant difference in the opinions of respondents on the community participation in the management of water facilities for upper basic education in North-West, Nigeria

Table 7: One-way Analysis of Variance (ANOVA) on difference in the opinions of respondents on community participation in the management of water facilities

Source	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	184.597	2	61.532	8.95	.702	Retained
Within Groups	369.507	374	1.044			
Total	554.103	376				

Table 7 presents the difference in the opinions of respondents regarding community participation in the management of water facilities for Upper Basic Education in North-West, Nigeria. The analysis yielded a p-value of .702, which is greater than the 0.05 level of significance. Therefore, the hypothesis was retained, indicating that there was no significant difference in the opinions of respondents concerning community participation in the management of water facilities for Upper Basic Education in North-West, Nigeria.

Hypothesis Three: There is no significant difference in the opinions of respondents on the community participation in the management of waste disposal facilities for upper basic education in North-West, Nigeria

Table 8: One-way Analysis of Variance (ANOVA) on difference in the opinions of respondents on community participation in the management of waste disposal facilities

Source	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	54.172	2	18.057	2.61	.105	Retained
Within Groups	506.781	374	1.432			
Total	560.953	376				

Table 8 presents the difference in the opinions of respondents regarding community participation in the management of waste disposal facilities for Upper Basic Education in North-West, Nigeria. The analysis yielded a p-value of .105, which is greater than the 0.05 level of significance. Therefore, the hypothesis was retained, indicating that there was no significant difference in the opinions of respondents concerning community participation in the management of waste disposal facilities for Upper Basic Education in North-West, Nigeria.

Hypothesis Four: There is no significant difference in the opinions of respondents on the community participation in the management of building facilities for upper basic education in North-West, Nigeria

Table 9: One-way Analysis of Variance (ANOVA) on difference in the opinions of respondents on community participation in the management of building facilities

Source	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	197.292	2	65.764	9.16	.612	Retained
Within Groups	294.082	374	.831			
Total	491.374	376				

Table 9 presents the difference in the opinions of respondents regarding community participation in the management of building facilities for Upper Basic Education in North-West, Nigeria. The analysis yielded a p-value of .612, which is greater than the 0.05 level of significance. Therefore, the hypothesis was retained, indicating that there was no significant difference in the opinions of respondents concerning community participation in the management of building facilities for Upper Basic Education in North-West, Nigeria.

Discussion of Findings

The finding revealed that community participation enhances the effective management of instructional materials for Upper Basic Education in North-West (mean=4.2). This suggests that community members contribute to the provision, monitoring, maintenance, and utilization of instructional materials in schools. The finding is consistent with the views of Bray (2003), who asserted that community involvement helps bridge resource gaps through the provision of textbooks, teaching aids, and other learning materials. Similarly, Epstein (2001) maintained that communities that participate in educational activities develop a sense of ownership and responsibility, thereby promoting the effective management and



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

sustainability of instructional resources. The finding also agrees with Osei (2006), who noted that community participation improves accountability and transparency in the utilization of educational resources. This finding further supports the assertion that community engagement contributes significantly to the achievement of the objectives of Upper Basic Education through the effective management of learning resources. The engagement of community members in education fosters shared responsibility and promotes sustainable development. When communities contribute to the procurement or development of instructional materials, they become more invested in students' academic success. As noted by Epstein (2001), this sense of ownership results in more effective oversight and sustained support. Schools that regularly involve community stakeholders in decision-making processes tend to receive more consistent material and financial support.

Community-based monitoring mechanisms also improve the accountability of resource utilization. When communities are involved in the procurement and distribution of instructional materials, they help reduce instances of mismanagement and wastage. According to Osei (2006), transparency increases when local stakeholders are aware of resource allocations and actively participate in monitoring their use, thus ensuring that materials reach intended beneficiaries. The study found that community participation enhances the management of water resource facilities for Upper Basic Education in North-West (mean=4.0). This indicates that communities actively support the provision, maintenance, and sustainability of water facilities within schools. The finding corroborates the position of Narayan (1995), who emphasized that community involvement in planning and management promotes ownership and sustainability of water projects. The finding is also in agreement with Whittington et al. (2009), who observed that active community participation helps prevent the deterioration of water facilities through collective monitoring and maintenance. Furthermore, UNICEF (2012) noted that involving local stakeholders in water facility management ensures equitable access and enhances the effectiveness of such facilities in meeting the needs of school users. One of the major benefits of community involvement is the sustainability of water facilities. When users are part of decision-making and maintenance planning, they are more likely to ensure that the infrastructure remains functional over time. Community-led management committees can oversee daily operations and initiate timely repairs, preventing system breakdowns. Participatory approaches also contribute to equitable access, ensuring that facilities are conveniently located and meet household needs (UNICEF, 2012). Cost-sharing is another important aspect of community participation, as financial or in-kind contributions from beneficiaries foster a stronger commitment to maintaining the infrastructure (Harvey & Reed, 2007).

The finding showed that community participation contributes to the management of waste disposal facilities for Upper Basic Education in North-West (mean=4.1). This implies that communities support sanitation activities and environmental cleanliness within schools. The finding aligns with the position that community involvement strengthens accountability and encourages the maintenance of healthy school environments. Community participation in environmental sanitation promotes proper waste management practices and contributes to creating conducive learning environments. This finding is consistent with the broader view that communities play important roles in maintaining school facilities and ensuring sustainability of educational infrastructure. Ownership and accountability increase when communities take part in designing and operating waste disposal facilities. Participation in planning leads to greater trust and responsibility among community members. According to Schübeler et al. (1996), involving residents from the outset of waste facility projects helps prevent conflicts and encourages long-term stewardship. Community participation can also reduce illegal dumping and promote environmental hygiene. When residents feel responsible for their local environment, they are less likely to engage in improper disposal practices and more likely to report violations. Studies such as that by Medina (2010) demonstrate a clear correlation between community monitoring and reduced incidences of illegal waste dumping in urban slums. The study revealed that communities participate effectively in the management of building facilities for Upper Basic Education in North-West (mean=4.3). This finding indicates that communities contribute to the construction, renovation, and maintenance of school buildings. The finding supports the assertion of Ukeje (2002), who stated that communities often contribute labour, materials, and financial resources toward school development projects. It is also consistent with the view that community participation promotes ownership of educational facilities and enhances sustainability. Furthermore, the finding agrees with the position that community involvement is essential in addressing infrastructural



Assessment of Community Participation in the Management of ... Ibrahim, M. M., Et. al. (2026)

deficits commonly experienced in public schools. Community participation also fosters long-term maintenance and sustainability. When local people are involved in building a facility, they are more likely to take responsibility for its upkeep. As suggested by ILO (2011), participatory approaches encourage regular maintenance because people feel connected to and invested in the infrastructure they helped create. Community-led initiatives in building schools have shown remarkable results, particularly in rural areas. When local stakeholders are involved, projects are more likely to reflect local priorities, including considerations for accessibility, safety, and environmental suitability (DeStefano & Hartwell, 2005).

Conclusion

This study investigated community participation in the management of Upper Basic Education in North-West, Nigeria, with particular focus on the management of instructional materials, water resource facilities, waste disposal facilities, and building facilities. The findings revealed that community participation exists in the management of these educational resources and facilities across schools in North-West. The results indicate that communities contribute to the maintenance, provision, monitoring, and effective utilization of various school facilities, thereby supporting the achievement of educational goals at the upper basic education level. Community involvement was found to play a supportive role in enhancing the management of instructional materials and school facilities, promoting a conducive learning environment for students and teachers. Therefore, the study concludes that community participation remains an important factor in ensuring effective management of Upper Basic Education in North-West.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. School administrators should strengthen partnerships with community stakeholders to encourage greater involvement in the provision, maintenance, and monitoring of instructional materials in schools. Regular school-community meetings, transparent communication of facility needs, and collaborative initiatives should be encouraged to sustain these partnerships.
2. SBMC and educational authorities should establish community-based maintenance committees to support the management of water supply facilities and ensure their sustainability. Communities should be trained and empowered to take ownership of water facilities, ensuring regular maintenance and prompt repairs when needed.
3. Communities should be actively engaged in environmental sanitation programmes to improve waste disposal practices and maintain clean school environments. Waste management projects should be initiated and sustained through community participation, with local volunteers assisting in the management of school waste facilities.
4. School-Based Management Committees (SBMCs) should be empowered and supported to participate more effectively in the maintenance and renovation of school buildings. Government and educational authorities should provide necessary resources and technical support to enable communities to contribute meaningfully to building projects.

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